

# **Fine Arts - Music Course Descriptive Guide Kindergarten [1997]**

## ***Course Description***

This curriculum is written to facilitate teacher and student learning of music as an art form. The design and content grew out of the desire to keep the joy of creating, making, and experiencing music at the center by involving children in developmentally appropriate and holistic learning experiences in singing, playing, creating, and listening. The content gives considerable freedom of choice in selecting materials and teaching strategies. Student achievement is evaluated by using the assessment indicators, appearing as bullets following objectives. These indicators can be a great help in creating lessons which lead not only to objectives and standards, but often prompt integration links to other subject areas. Lessons may last from 7 to 90 minutes based on grade level, amount of curriculum integration, and complexity of lesson planning ranging from simple music exercises to fully developed classroom performances (which may take days or weeks to complete). Although sharing music work within a class or occasionally with other classes is an acceptable part of the process at all grade levels, mounting performances for public audiences is NOT a priority, especially prior to the fourth grade.

## ***Core Standards of the Course***

**TOPIC:** Singing

### ***STANDARD:***

The student will develop the voice and body as instruments of musical expression.

### ***OBJECTIVES:***

Explore the potential of the human voice to make sounds and sing with a natural voice.

- Sing a variety of simple songs in a natural voice, free from strain.
- Imitate at least three familiar sounds. (See Theatre Core.)
- Demonstrate the difference between the speaking and singing voice.

Use body movement to internalize sounds. (See Dance Core.)

- Demonstrate the beat by using nonlocomotor movements; e.g., pat, tap, or clap the steady beat.
- Demonstrate the beat by using locomotor movements; e.g., march or walk to the steady beat.

Discover how songs, singing games, and dances relate to one's culture. (See Social Studies Core.)

- Play singing games and enjoy traditional nursery rhymes and musical stories that students relate to as individuals.
- Explain what familiar songs, singing games, rhymes, musical stories mean personally.
- Describe the purpose/function of favorite songs, singing games, rhymes, musical stories.

## **TOPIC:** Playing

### **STANDARD:**

The student will play instruments as a means of musical expression.

### **OBJECTIVES:**

Discover and demonstrate sounds on simple percussion instruments from the classroom and various cultures.

- Demonstrate and describe various timbres of rhythm instruments.
- Demonstrate and describe proper playing and handling techniques on simple rhythm instruments.
- Add instrumental sounds to known songs of various cultures. (See Social Studies Core.)

Demonstrate ability to play instruments accurately.

- Recognize success in starting and stopping together.
- Recognize success in keeping a basic beat.

## **TOPIC:** Creating

### **STANDARD:**

The student will create music through improvising, arranging, and composing.

### **OBJECTIVES:**

Improvise together as a class a variety of musical sounds with the body, voice, and instruments.

- Create simple rhythm and or melody patterns.  
Strategy Example:  
Improvise patterns by echoing back and forth. Use the body, voice, or percussion instruments for sounds.
- Improvise expressive and appropriate sound effects for familiar songs, stories, and/or poems.  
Strategy Example:  
Select a story and create instrumental or vocal sound effects that enhance the telling of it.
- Explore changes in pitch, tempo, volume, and timbre for a familiar song.

Express ideas, thoughts, and emotions aesthetically through singing, playing, and/or creating.

- Exhibit through music an appreciation for the subtle beauties inherent in everyday life.  
Strategy Example:  
Select and express through music an idea, thought, or feeling found in nature, dance, a picture, a movie, a story, real life, etc.
- Balance reason and emotion in creating, practicing, and performing.

Create and use visual representations of sound. (See Dance, Visual Arts Cores.)

- Demonstrate sounds and silences in music through body movement/nonmovement and visual representations.

- Illustrate changes in pitch through body movement and visual representations.
- Connect visual representations of pitch to its sound while singing or listening.
- Indicate the beat through body movement and visual representations.
- Connect visual representations of the beat to its presence in music while singing or listening.

## **TOPIC:** Listening

### **STANDARD: 1500 - 04**

The student will listen to, analyze, and describe music.

### **OBJECTIVES:**

Recognize quality while creating a music performance.

- Participate and follow directions in a music performance.
- Recognize when people in other performances participate and follow directions.
- Plan, practice, self-assess, refine, present, and reflect on a simple performance that demonstrates all of the skills learned in each of the standards.

Strategy Example:

Use this as the culminating activity for the last six weeks of each semester.

Create as a class a program which combines and showcases the skills and knowledge gained in music, art, dance, drama, history, etc.

Perceive and respond to the messages in music and the use of music elements.

- Identify when the class listens quietly or otherwise, as directed.
- Describe what the music makes one think about or what it is saying personally.
- Use body movement to show when the music goes higher or lower in pitch, when the volume changes between loud and soft. (See Dance Core.)
- Identify the violin by sight and by sound.
- Answer specific, simple questions after listening to music; e.g., how many times did the cymbals crash?
- Demonstrate familiarity with suggested listening selections.

Strategy Example:

Identify the piece on hearing the music by telling a story connected with the writing of the piece and/or naming the title or composer. After being told the composer/title, hum the tune, tap the rhythm, or describe the music in terms of pitch, volume, tempo, or timbre.

- Suggested listening for kindergarten:
  - Vivaldi: Four Seasons:
    - Spring, Allegro, 1st movement
    - Summer, Adagio/Presto, 2nd movement
    - Autumn, Allegro, 1st movement
    - Winter, Largo, 2nd movement
  - Kabelevsky: Gallop
  - Brahms: Lullaby
  - Rimsky-Korsakov: Flight of the Bumblebee
  - Saint-Saens: Carnival of the Animals
- These particular masterworks are chosen for their appeal, their potential in demonstrating different timbres, tempi, pitch, and volume changes, and their suitability to this grade level. There are many other selections which could be substituted and/or added to the list. Consider including equally powerful works from the various 'non-Western' cultures.